



MCCORMICK HIGH

516 Mims Drive

McCormick, South Carolina

Grades	9-12 High School	
Enrollment	270 Students	
Principal	John Greene	864-852-2302
Superintendent	Dr. Earlean Smiley	864-852-2435
Board Chair	Kathy Dulaney	864-852-2144

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Below Average*
2009	Average	Below Average
2008	Good	Below Average
2007	Excellent	Excellent
2006	Below Average	Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	13	5	13

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	78.6%	66.7%	70.8%	68.1%	58.2%	60.7%
Passed 1 subtest (%)	16.1%	18.3%	18.1%	16.6%	20.7%	19.2%
Passed no subtests (%)	5.4%	15.0%	11.1%	15.3%	23.5%	22.4%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	87.8%	83.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	84	65	129	137
Number of Graduates in Cohort	61	46	86	87
Rate	72.6%	70.8%	63.0%	62.7%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	78.0%	57.9%
English 1	69.5%	49.2%
Physical Science	43.1%	34.1%
US History and the Constitution	23.7%	25.1%
All Tests	53.0%	40.6%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=270)				
Retention rate	8.4%	Up from 2.3%	5.6%	3.7%
Attendance rate	94.8%	Up from 94.4%	94.3%	95.4%
Eligible for gifted and talented	0.0%	No Change	3.2%	12.4%
With disabilities other than speech	11.6%	Up from 9.9%	14.5%	12.8%
Older than usual for grade	15.9%	Up from 9.7%	14.8%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.4%	Up from 3.5%	2.0%	1.1%
Enrolled in AP/IB programs	8.3%	No Change	6.1%	13.1%
Successful on AP/IB exams	N/A	N/A	38.1%	50.4%
Eligible for LIFE Scholarship	31.1%	Up from 30.6%	26.0%	30.4%
Annual dropout rate	4.3%	Up from 2.5%	2.5%	3.1%
Career/technology students in co-curricular organizations	3.4%	Down from 10.1%	3.4%	2.2%
Enrollment in career/technology courses	151	Up from 139	261	424
Students participating in work-based experiences	100.0%	Up from 38.5%	8.0%	11.7%
Career/technology students attaining technical skills	72.2%	Down from 79.1%	75.4%	78.7%
Career/technology completers placed	96.4%	Up from 93.9%	96.4%	98.5%
Teachers (n=24)				
Teachers with advanced degrees	33.3%	Down from 39.3%	54.1%	60.4%
Continuing contract teachers	41.7%	Up from 32.1%	58.8%	76.6%
Teachers with emergency or provisional certificates	30.0%	Down from 40.7%	19.2%	6.5%
Teachers returning from previous year	64.9%	Up from 64.5%	78.2%	86.8%
Teacher attendance rate	96.2%	Up from 95.2%	96.2%	95.8%
Average teacher salary*	\$41,329	Up 1.8%	\$44,664	\$47,390
Professional development days/teacher	11.0 days	Up from 9.9 days	10.8 days	10.0 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 19.2 to 1	21.8 to 1	25.8 to 1
Prime instructional time	90.3%	Up from 87.5%	89.2%	90.1%
Dollars spent per pupil**	\$10,282	Down 4.4%	\$10,292	\$7,974
Percent of expenditures for teacher salaries**	52.0%	Down from 54.2%	52.4%	55.4%
Percent of expenditures for instruction**	57.7%	Down from 58.8%	59.0%	60.4%
Opportunities in the arts	Fair	Down from Good	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	74.7%	Up from 74.0%	97.6%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	49	87.8%	249	53.0%	65	70.8%	No
Gender							
Male	25	80.0%	123	52.0%	36	61.1%	N/A
Female	24	95.8%	126	54.0%	29	82.8%	N/A
Racial/Ethnic Group							
White	N/A	N/A	32	68.8%	N/A	N/A	N/A
African American	47	87.2%	214	50.0%	58	75.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	14	21.4%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	43	88.4%	199	50.8%	56	73.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The mission of McCormick High School is to provide opportunities for teaching and learning to all students through rigor, relevance, and relationships. Our school stresses academic excellence and enhancement of character education skills such as self-control, respect for self and others, perseverance, and appropriate behavior. Our teaching will enable students to lead productive lives in our increasingly global society.

The 2009-2010 school year provided many exciting opportunities for the students attending McCormick High School. Our areas of focus were curriculum improvement through the use of High Schools That Work, improved instruction for all students, vertical alignment of grade levels, and continued professional development and training to staff in best practices, and proven instructional strategies for greater student achievement. We are also very excited about the completion of the new high school and athletic complex.

The students at McCormick High School continue to excel in extracurricular activities and community service. We progressed to the state level in football, girls' and boys' basketball, girls' and boys' track. These teams finished their seasons with respectable accomplishments. The McCormick High School JROTC received the honor of unit of distinction in an evaluation, Jobs for American Graduates continues to assist with at risk students, Health Occupations continues to prepare students for occupations in the health sciences workplace, and Building Construction constructed several buildings that were purchased in the community.

Collaborative leadership is employed through our Academic and Administrative leadership teams. Creating an environment that is conducive to learning, building community trust, and academic improvement will continue to serve as the guiding principles in all decision-making.

John Greene, Principal
James Lagroon, School Improvement Council chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	55	19
Percent satisfied with learning environment	86.4%	47.3%	47.4%
Percent satisfied with social and physical environment	86.4%	61.8%	47.4%
Percent satisfied with school-home relations	63.6%	69.1%	38.9%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 3 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.4%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	80	91.3	13.2	38.2	29.4	19.1	61.8	60.9	65.9	No	No
Male	45	93.3	16.2	37.8	24.3	21.6	56.8	55.3	60.8	N/A	N/A
Female	35	88.6	9.7	38.7	35.5	16.1	67.7	67.7	71	N/A	N/A
White	11	100	0	22.2	44.4	33.3	77.8	I/S	77.5	I/S	I/S
African American	69	89.9	15.3	40.7	27.1	16.9	59.3	58.3	49.7	No	No
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	16	81.3	58.3	33.3	0	8.3	16.7	16.7	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47.3	I/S	I/S
Subsidized meals	69	91.3	14.8	41	31.1	13.1	59	59	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	80	91.3	22.1	45.6	23.5	8.8	36.8	37.7	62.3	No	No
Male	45	93.3	18.9	48.6	24.3	8.1	40.5	42.1	61.7	N/A	N/A
Female	35	88.6	25.8	41.9	22.6	9.7	32.3	32.3	63	N/A	N/A
White	11	100	0	22.2	77.8	0	88.9	I/S	75	I/S	I/S
African American	69	89.9	25.4	49.2	15.3	10.2	28.8	30	44	No	No
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	85.5	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	16	81.3	50	41.7	0	8.3	8.3	8.3	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	52.6	I/S	I/S
Subsidized meals	69	91.3	24.6	49.2	21.3	4.9	31.1	31.1	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	76	94.7	90.3	8.3	1.4	0.0	1.4	N/A	N/A	N/A	N/A
Male	43	95.3	92.7	4.9	2.4	0.0	2.4	N/A	N/A	N/A	N/A
Female	33	93.9	87.1	12.9	0.0	0.0	0.0	N/A	N/A	N/A	N/A
White	11	100.0	81.8	18.2	0.0	0.0	0.0	N/A	N/A	N/A	N/A
African American	65	93.8	91.8	6.6	1.6	0.0	1.6	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	12	75.0	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	66	95.5	93.7	6.3	0.0	0.0	0.0	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
--	-------------	-------------------------------	----------	---------------	---------	--------------	------------	----------------------------------	------------------------------------	---------------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	63	98.4	15.3	37.3	33.9	13.6	61	61	61.8
	2010	80	91.3	13.2	38.2	29.4	19.1	61.8	60.9	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	63	98.4	32.2	35.6	23.7	8.5	45.8	45.8	62.7
	2010	80	91.3	22.1	45.6	23.5	8.8	36.8	37.7	62.3

* Adjusted to account for natural variation in performance.